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ABSTRACT

Designed for social studies teachers, this supplemental guide explains how to incorporate the study of education within the regular curriculum. The objectives of the program are to give students a knowledge of: 1) the history of educational thought, 2) comparative educational systems, 3) the development of education in America, 4) local, state, and national educational practices emphasizing current educational purposes and problems. Among the long-term affective objectives are an increased appreciation of education and concern for its improvement. While the guide provides supplementary activities through grade 7, such as constructing a horn book in grade 5 and a discussion of freedom of thought under communism in grade 6, separate units are outlined for grades 8 and 9 and senior high school. Also included are bibliographies of fiction, biography, non-fiction for students at each grade level, and adult level books for teachers and high school students. (DJB)

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The Study of Education

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AN INTEGRATED PROGRAM FOR GRADES 1-12

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FOREWORD

The public schools always seem to be under attack. This would seem strange, because most of the people who criticize the schools are themselves products of these same schools. The alumni of the public schools simply do not support them to the degree that even their minimal needs require, and much less in terms of the requirements an advancing society will place on them. Why do the schools lack this support? What can be done to improve the situation?

The lack of support is caused by a lack of understanding—the public hears about the needs of the schools but is not sufficiently moved to take action. One thing the schools can and should do, not just in their own interest but for the greater good of the country, is to teach students at all levels about their education so that it is an integral part of the curriculum. Students are carefully taught about the various functions, kinds, and costs of municipal and national government, as well as about other workings of the democratic system. But schools are rarely mentioned, even though they have more elected officials and spend more local funds than any other area of government. If for no other reason, children should study their schools as a part of government.

There is, however, a more pressing reason. Public schools, working together as a single agency, represent a force capable of securing the continued freedom of this country. Twenty-first century man will have to be a value-oriented, rational person. Even now too few schools are equipped to teach toward this goal, and the schools of tomorrow may be no better unless today's public schools begin to produce an alumni aware of why their schools came into being, what it is they attempt to do, and what their potential is for action.

Enlightened public policy demands that all students study their education. To lead them to do so is an act of wisdom with far-reaching consequences. We hope that this brief pamphlet will assist the schools and those who study in the schools as they prepare together for the present and build toward the future.

INTRODUCTION

Although the study of education would have to be added to an already-crowded curriculum, it is vital that citizen interest in and knowledge of education be increased. Most people did not study the why, what, and how of education itself while in school. Incorporating the study of education into the school curriculum will ensure the fullest use of the schools and will help students better fulfill their future role as responsible citizens.

The study of education can easily be added to present courses of study with just a little effort and planning. This booklet suggests a program for teaching in the schools about education, a program designed to give students a knowledge of the history of educational thought, of comparative educational systems, of the development of education in America, of local, state, and national educational practices, and of current educational purposes and problems. In addition, students should derive an appreciation of the importance of education, a feeling of responsibility toward the success of education, and a desire to participate in educational matters both as a student and later as a citizen.

The plan presented here can be implemented largely through the social studies courses already being used. In the first four grades, students will study the local elementary school, the townwide school system, and the need for good school citizenship. They would pursue "educational leads" introduced in readers and other textbooks.

In the fifth grade—when colonial history and United States geography are usually studied —the pupils will study colonial education, the importance of education in a democracy, and the background on education in the individual states.

In grade 6, in their world history, they will study Greek and Roman education for citizenship, education in the middle ages, education in modern Europe, and the influence of all these on their own educational system.

In the junior high school American history, the pupils will have a full unit on the history of education in the United States. In government or civics courses they will study present educational practices in their town, their state, and the United States.

Senior high school students will have a full unit, which will consist of mature consideration of the problems of education today. In addition to direct instruction in education, the students will be alerted to new educational practices as they develop.

Source material for both teacher and pupil is basic to the success of this plan. Material on education for teacher withdrawal should be available in the professional library of the school system. A bibliography of all such items should be compiled, annotated to show the scope of each entry, mimeographed, given to each teacher, and kept up-to-date with supplemental sheets.

In each school a resource file should also be built up for pupil as well as teacher use. Some reading suggestions are given in this booklet. A wider range of material is required for the use of higher grade children and their teachers.

Common to all grades will be the collection and discussion of news items about education, regardless of its immediate pertinence to a particular course of study. To get students to appreciate education and to become interested in reading and talking about it will be an objective of all teachers.

All classroom teachers and all pupils should support the annual celebration of American Education Week in the second week of November. Through newspaper, radio, and TV publicity; local club programs; church activities; library displays; school open house; PTA efforts; and special pupil assemblies, the whole community can gain a greater appreciation of education.

CHAPTER I. The Study of Education in Grades 1 Through 4

Customarily, teachers try to orient young students to school life, make them thoroughly acquainted with their school, and build up their sense of school citizenship. In this respect little change in current teaching practice is suggested here. Teachers should continue to see that the new entrants to school understand its functioning—how the parts of the building are used, how the classes are organized, what the principal does, what the teacher is trying to do, how the parents are interested, and how the children have the responsibilities of acquiring knowledge and skills and of practicing good citizenship. As they mature, the students will learn about the townwide school system. They will report on and discuss how many schools there are in their system, how the "ladder" system of public education works from entrance to school through the twelfth grade, what the board of education is and does, how money for the support of schools is gotten, and how the schools are administered.

They will also be learning of schools of other areas and times. Stories about school life—both in readers and in supplementary books—will be read, told, and discussed.

As pupils collect news reports, items about schools will be discussed and posted on the bulletin board. The notice of a PTA meeting can become a point of departure for discussing the parents' interest in schools. Visits with special staff members can be arranged. Special projects will be planned for American Education Week.

Many teachers of the lower grades do these things already. The point to be emphasized is that the teachers make knowledge of and interest in education active objectives of their teaching.

CHAPTER II. The Study of Education in Grade 5

Since the social studies course for grade 5 often covers colonial life and times, the teacher can stress colonial education in this unit. If this topic is studied in some other grade in a particular school system, the teacher can readily shift the ideas mentioned here for the fifth grade to the appropriate place in his own course of study.

The brief and generalized discussion of colonial education in most texts can be given detailed enrichment through readings, dramatizations, reconstructions, picture displays, collections of old-time school supplies, visits to local museums, reports on visits to reconstructed early American village schools, and use of old-time school books and supplies.

A dramatized schoolroom scene of early America, with pupils sitting on benches (perhaps borrowed from the cafeteria) instead of modern desks will give them a "spine-stiffening" picture of a colonial child's school day.

Pupils will better understand the hornbook if they are required to make one, slates and slate pencils if they bring some to school and use them, and quill pens if they make and write with one.

Pupils will learn about the importance of the Bible and the *Bay Psalm Book* in the schools by having the teacher give reading lessons from them. They will become acquainted with the *New England Primer* of 1690 by reading the Biblical rhymes and discussing the woodcut illustrations. They will enjoy a spelling lesson from Noah Webster's blue-backed speller, first published in 1783, which sold 60 million copies by 1850. McGuffey's *Eclectic Reader,* first published in 1879, was the most famous textbook in America and is still good reading. (For current editions, see the end of this chapter.)

Children will be eager to collect old textbooks. Primers, geographies, histories, and arithmetic texts of a century ago fascinate children; and the textbooks of their grandparents will increase the children's understanding of the importance of education, the continuity of education, and their fortunate heritage of educational opportunity. In comparing these old textbooks with their own, they will derive pleasure seeing how much educational texts and supplies have changed, but perhaps chagrin from an occasional older book of a more demanding level than their contemporary ones.

Making souvenir displays of visits to old schools in early American villages would be a worthy activity. Many children have visited the Farmers' Museum in Cooperstown, New York; the Old Museum Village of Monroe, New York; Colonial Williamsburg, Virginia; Greenfield Village, Dearborn, Michigan; Harmony Village, Harmony, Indiana; the McGuffey Museum in Oxford, Ohio; Sturbridge Village in Massachusetts; or Mystic Seaport, Connecticut. Many children have visited once-used or currently used one-room schools.

The students should compare the old-time school with theirs of today, not only for physical details but also for purpose and scope. The discussion of life in the colonies will show how religious, social, economic, and political differences influenced educational policy. Pupils will understand, for instance, why education was so important to the New England Puritans, whose religion dominated all facets of life—especially education—because every person was expected to read the Bible. Home teaching, dame or "thimble" schools, ministers' tutoring, and town schools gave most children in New England at least an elementary education. Latin grammar

schools and Harvard College, founded in 1636, gave secondary education to a few more, mostly to those who wanted to become ministers. Pupils should learn of the precedent-making Massachusetts School Law of 1647, which required the towns to provide their own schools. (See the Appendix.)

The mixed denominational quality of the middle colonies caused the growth of many parochial schools, which were supported by the churches. The state had little interest in schooling. The Anglican religion and the scattered plantation system led to a laissez-faire policy toward education in the South. Well-to-do Southerners employed tutors or sent their children away to school; the church supported some charity schools. French and Spanish parochial schooling left its mark on education in Louisiana and in the far South and West. The Spaniards founded colleges in Latin America in the mid-1500's. In English America, Harvard was founded in 1636; Yale in 1701; and William and Mary, the first Southern college, in 1793.

In the second half of the fifth grade, emphasis is often on studying the states of the United States. Usually, children write reports on the various states in the major geographic areas. The teacher can ensure that the study of education is covered in these surveys, along with geography, products, history, settlement, and so forth. Perhaps the children can discover a correlation among these items. How does the system of education reflect the geography, products, history, and settlement of a state? Thus the pupils will learn how schools around our country grew, how local and state governments vary in educational practice, and what opportunities for public and private higher education exist in the various states. All of this study will emphasize the importance of education and make the students determined to get the most out of their own education.

In addition to the direct study of education in the fifth grade—as outlined above—the practice of collecting news items about schools and of reading books in which education is the background should be continued. Books chosen for book reports for the first half of this grade probably will concentrate on the colonial period. Many of these books include sidelights on the education of the period, and children can be alert to look for this information and report it to the class.

For the children's reading, the teachers should search the public and school libraries for what is available in their schools and town. Librarians are receptive to purchasing the books requested. Children's readers, anthologies, and encyclopedias have material about colonial education. Books on colonial life generally have a section on education.

The books listed below vary from about the third-grade to the seventh-grade level to allow for differences in reading ability; the list is therefore useful to fourth and sixth grade teachers as well. The books represent colonial and other school backgrounds. Where the title is not indicative of the subject, a brief annotation is given.

Fifth-Grade Fiction

Albert, Edna. *Little Pilgrim to Penn's Woods.* New York: Longmans, Green & Co., 1930.

Bailey, Carolyn S. *The Little Red Schoolhouse.* New York: Viking Press, 1957.

Baum, Betty. *Patricia Crosses Town.* New York: Alfred A. Knopf, 1965. (Busing for integration)

Carlson, Natalie Savage. *The Empty Schoolhouse.* New York: Harper & Row, 1954. (Desegregation)

———. *School Bell in the Valley.* New York: Harcourt, Brace & World, 1963 (Western Maryland in the 1900's)

Caudill, Rebecca. *Schoolhouse in the Woods.* New York: Holt, Rinehart and Winston, 1949.

De Angeli, Marguerite. *Skippack School.* New York: Doubleday & Co., 1939. (About 1750)

DeJong, Meindert. *The Wheel on the School.* New York: Harper & Row, 1954. (Dutch)

Faulkner, Georgene, and John Becker. *Melindy's Medal.* New York: Julian Messner, 1945.

Garfield, James B. *Follow My Leader.* New York: Viking Press, 1957. (Braille and dog-guide school)

Gates, Doris. *Blue Willow.* New York: Viking Press, 1940.

Hayes, Florence. *Boy in the 49th Seat.* New York: Random House, 1963.

———. *Skid.* Boston: Houghton Mifflin Co., 1948. (Interracial sports)

Haywood, Carolyn. *Eddie's Pay Dirt.* New York: William Morrow & Co., 1953.

Hunt, Mabel Leigh. *Lucinda: A Little Girl of 1860.* New York: J. B. Lippincott Co., 1934.

Justus, May. *New Boy in School.* New York: Hastings House, 1963.

Kim, Yong-ik. *The Happy Days*. Boston: Little Brown and Co., 1960. (Korea)

Lenski, Lois. *Prairie School*. New York: J. B. Lippincott Co., 1951. Other books by this author touch on schools: *Cotton in My Sack*, 1949, Lippincott (1966, Dell paper); *Flood Friday*, 1956, Lippincott; *Puritan Adventure*, 1944, Lippincott; *Phebe Fairchild, Her Book*, 1936, Lippincott; *Strawberry Girl*, 1945, Lippincott.

Mayne, William. *A Swarm in May*. New York: Bobbs-Merrill Co., 1955. (Boys' choir school in England)

Meader, Stephen W. *Sparkplug of the Hornets*. New York: Harcourt, Brace and World, 1953. (School basketball)

Oakes, Vanya. *Willy Wong: American*. New York: Julian Messner, 1951. (Chinese school after the day's public school)

Parton, Ethel. *Tabitha Mary, A Little Girl of 1810*. New York: Viking Press, 1945.

Rothschild, Alice. *Bad Trouble in Miss Alcorn's Class*. New York: William R. Scott, 1959. (Easy)

Sorenson, Virginia. *Plain Girl*. New York: Harcourt, Brace and World, 1955. (Amish girl in a "regular" school)

Sterling, Dorothy. *Mary Jane*. New York: Doubleday & Co., 1959. (Integration)

Urmston, Mary. *The New Boy*. New York: Doubleday & Co., 1950. (Modern Connecticut)

Wilder, Laura Ingalls. *By the Shores of Silver Lake*. New York: Harper & Row, 1953.

———. *Little House in the Big Woods*. New York: Harper & Row, 1953. (Mid-west)

BIOGRAPHY

"The Childhood of Famous Americans" Series, New York: Bobbs-Merrill Co., includes education as a major aspect of its subjects. For example:

Stevenson, Augusta. *Ben Franklin: Boy Printer*. 1953. (Interesting section on the Boston Schools)

Stevenson, Augusta. *Nathan Hale: Puritan Boy*. 1959.

Widdemer, Mabel C. *Harriet Beecher Stowe: Connecticut Girl*. 1949.

Brown, Marion M. *Young Nathan*. Philadelphia: Westminster Press, 1949. (Hale)

Keller, Helen. *The Story of My Life*. New York: Doubleday & Co., 1954. (Also Dell paperback)

———. *Teacher: Anne Sullivan Macy*. New York: Doubleday & Co., 1955.

Peare, Catherine O. *Helen Keller Story*. New York: Thomas Y. Crowell Co., 1959.

Ruggles, Alice McGuffey. *The Story of the McGuffeys*. New York: American Book Co., 1950 (Out of print).

OTHER NONFICTION

Johnson, Clifton. *Old Time Schools and School Books*. New York: Dover, 1904. (Paper Dover)

McGuffey's Fifth Eclectic Reader. New York: New American Library of World Literature, 1962. (Facsimile)

McGuffey's Sixth Eclectic Reader. New York: New American Library of World Literature, 1964. (Facsimile)

Noah Webster's Blue Backed Speller. New York: American Book Co., n.d. (Facsimile of 1908 edition)

Webster, Noah. *American Speller*. New York: Thomas Y. Crowell Co., 1960.

Webster, Noah. *American Spelling Book* (Edited by Henry S. Commager.) New York: Teachers College Press, Columbia University, 1963.

New England Primer. Boston: Ginn and Co., 1957. (Facsimile)

New England Primer. (Edited by Paul T. Ford.) New York: Teachers College Press, Columbia University, n.d.

Alger, Joseph, and Germond, Russell C. *New England Primer Alphabet Humorously but Reverently Elaborated*. New York: Yankee, n.d.

TEACHERS' BIBLIOGRAPHY ON HISTORY OF EDUCATION

College texts and general adult readings will enable the teacher to refresh his own knowledge of educational history and can also be used as reference by better pupils. Many such books should already be in the teachers' professional library and in the town public library. Other adult level books are suggested in the twelfth grade problems unit concerning current educational problems and critiques. (See the list at the end of Chapter VII.)

Atkinson, Carroll, and Eugene Maleska. *The Story of Education*. Philadelphia: Chilton Co., 1965. (Also Bantam paper)

Bayles, Ernest E., and B. L. Hood. *Growth of American Educational Thought and Practice*. New York: Harper & Row, 1966.

Craig, Robert C., and Adrian M. Dupuis. *American Education: Its Origins and Issues*. New York: Bruce Publishing Co., 1963.

Cremin, Laurence A. *The Transformation of the School: Progressivism in American Education, 1876-1957.* New York: Alfred A. Knopf, 1961. (Also Vintage paper)

Cremin, Laurence A., and Borrowman, Merle L. *Public Schools in Our Democracy.* New York: Macmillan Co., 1956.

Edwards, Newton, and Herman G. Richey. *The School in the American Social Order: The Dynamics of American Education.* Boston: Houghton Mifflin Co., 1963.

Good, Harry G. *History of American Education.* New York: Macmillan Co., 1962.

———. *History of Western Education.* New York: Macmillan Co., 1962.

Gross, Richard E. *Heritage of American Education.* Boston: Allyn and Bacon, 1962.

Jackson, Sidney L. *America's Struggle for Free Schools.* New York: Russell & Russell, 1965.

Knight, Edgar W. *Fifty Years of American Education, 1900-1950.* New York: Ronald Press Co., 1952.

Krug, Edward A. *Salient Dates in American Education, 1635-1964.* New York: Harper & Row, 1966.

Littlefield, George E. *Early Schools and Schoolbooks of New England.* New York: Russell & Russell, 1965.

Meyer, Adolphe E. *An Educational History of the American People.* New York: McGraw-Hill Book Co., 1957.

———. *An Educational History of the Western World.* New York: McGraw-Hill Book Co., 1965.

Noble, Stuart G. *History of American Education.* New York: Holt, Rinehart and Winston, 1954.

Slosson, Edwin E. *The American Spirit in Education.* New Haven: Yale University Press, 1921. (The Chronicles of America Series)

Tyack, David B., editor. *Turning Points in American Educational History.* New York: Blaisdell Publishing Co., 1967.

Vassar, Rena L., editor. *Social History of United States Education.* 2 Vols. New York: Rand McNally & Co., 1965.

Wesley, Edgar. *NEA: The First Hundred Years.* New York: Harper & Row, 1957.

READING COLLECTIONS ON THE ADULT LEVEL

Baskin, Wade, editor. *Classics in Education.* New York: Philosophical Library, 1966.

Calhoun, Daniel H. *Readings in American Educational History.* Boston: Houghton Mifflin Co., 1967. (Paper)

Gross, Carl H., and Charles C. Chandler, editors. *History of American Education Through Readings.* New York: D. C. Heath and Co., 1964.

Hillway, Tyrus. *American Education: An Introduction Through Readings.* Boston: Houghton Mifflin Co., 1964. (Paper)

Rudolph, Frederick, editor. *Essays on Education in the Early Republic.* Cambridge, Massachusetts: Harvard University Press, 1965.

CHAPTER III. The Study of Education in Grade 6

Sixth graders' study of world history often stresses ancient times. Since education was important to the ancient Hebrews, Greeks, Romans, and others, this grade level is the ideal time to study the history of education to show the purposes of education in various societies, how these purposes were carried out in practice, and how these purposes and practices relate to education in the United States today.

Spartan education with its emphasis on perfect physical condition for military service to the state—with the state taking over the training of the child at an early age—is discussed in most texts; pupils can find modern examples for comparison. The traditional Hebrew education for religious purposes may already be known to many children in the class and can be reported to the rest by volunteers. The scribe schools of the Middle East are usually described in texts.

Chief attention, however, should be given to ancient Greek and Roman education because their ideal was education for citizenship. The origin of self-government goes back to Greece and Rome; and since this democratic emphasis is not found again until modern times, it would be well to study the Greek and Roman systems of education in detail. Pupils should be reminded, however, that although education was for responsible citizenship, only the Greek male citizen received this excellent education—representing only about 10 percent of the population. Slaves, females, and foreigners were not included in the educational picture.

In general, Greek boys went to three different elementary schools: a reading and writing school, a music and literature school, and a gymnastics school. Socrates was a great Athenian teacher, whose methods of questioning will interest modern pupils. The Athenian Academy, which Socrates' pupil Plato founded, and the Lyceum that Artistotle founded deserve study. If pupil interest is high, the teacher might discuss the ideas for educating the philosopher-king found in Plato's *Republic*. Should education and self-government be for all or for only the talented elite? The point to emphasize, however, is that to be a good citizen in Athens, one was taught to take responsibility and to serve his community. Every male citizen was expected to take his turn as a soldier, judge, priest, and magistrate. Each was automatically a member of the Assembly.

The Roman boy began at age seven a program of reading—with loud oral unison repetition—and of writing first on wax tablets with a stylus and then on papyrus with pen and ink. Arithmetic, learned with the help of the fingers and an abacus, was written down with the letter-numbers already familiar to sixth-grade pupils from their own arithmetic study. The school day began before the sun rose, as did all work in Rome, but a long lunch hour followed by a siesta was taken before afternoon classes resumed.

After mastering basic skills, the Roman boy attended a grammar school where literature and Greek were emphasized, and at about age 13 he began the study of rhetoric, public speaking, law, and history. Memorizing was emphasized—of the Twelve Tablets of the Law, for example. After this formal education, the young man often traveled—especially to Athens for further training. Often, to learn a profession, he "apprenticed" himself to a provincial governor, military leader, or lawyer. Whatever his eventual career, every Roman citizen during the time of the Republic was expected to be able

to speak up in assemblies and to present his own case in court.

"A knowledge of the elements of education was more generally diffused among the Romans than among any other peoples of the ancient world. Their elementary and grammar schools were open to all, and fees were low." [1] Pupils should discuss, Why is it essential in a democracy for citizens to be as well educated as possible? Another topic for exploration by the sixth graders is the way the Greeks searched for knowledge instead of accepting a static belief in magic or the unknowable. The development of a scientific method in the quest for knowledge meant observation, reasoning, and experimentation.

As the world history course is continued, the dark ages of learning and of education, after the decline of Roman power, are mentioned in most texts. The children should learn about the monks and the cathedral schools, where learning was encouraged. In these schools the church scholars studied a curriculum consisting of the *trivium*—Latin grammar (written Latin), rhetoric (spoken Latin), and logic—and the *quadrivium*—arithmetic, geometry, astronomy, and music. After these, they studied theology. The spark of educational light that Charlemagne tried to kindle in his palace school in the early 800's should be studied, also.

The education of the squire in becoming a knight in the days of chivalry will interest all boys and girls. In discussing the growth of towns and of freedom in the later Middle Ages, the teacher should give a brief description of the apprentice system of education in the guilds. Education through actual experience has existed throughout history.

The growth of universities in the later Middle Ages should be studied as a part of the birth of new learning and art. Between 1100 and 1500, seventy-five universities were founded, more or less as professional schools for lawyers, doctors, clergymen, and teachers. Latin was the common language of all these universities, which attracted students from all over Europe. With revived interest in Latin and Greek, classical schools developed on the secondary level, as well as Latin grammar schools, later brought from England to America. The invention of the printing press, of course, radically changed education and thinking. The innovative teacher might, at this point, present Marshall McLuhan's writings for discussion.

The students should realize the impact that the Reformation period had on education. The new Protestant churches encouraged everyone to read the Bible, and the printing press made books available to more and more of the people. Schools were established in each parish to teach reading, writing, arithmetic, and religion. These "vernacular" schools were for the common people and were the beginnings of state-supported schools in Germany, Switzerland, Scandinavia, Scotland, and the Netherlands. The parochial school grew widely in Catholic areas.

In the early nineteenth century, Napoleon initiated a centralized system of public schools for France from primary grades through the university. Most educational systems of the West were [and are] highly centralized, except in England and in America. Developments in education in Germany in the nineteenth century included the kindergarten, the secondary school system of *gymnasia,* and a university system, all of which later influenced education in the United States.

All of these facets of the development of Western education should be studied by the sixth graders. Children will understand that people through the ages have had different purposes in education and will learn about the important milestones in the development of education.

Toward the end of the world history course, the geography and current status of modern European countries are usually surveyed. The current educational system of each country can be studied at this time. Children will see that the modern educational systems of the world likewise reflect the purposes of the people they serve. School systems are "uniquely national" and reflect "the Italian's eloquence, the German's love for abstract thought, the Frenchman's clarity and precision, the Englishman's sense of the actual." [2] In general, European countries have free elementary schools for all children but often separate the children at about age 11 into academic and nonacademic secondary schools, which in some cases are not completely free. The private "public schools" of Great Britain will need to be explained to the American pupils. In most Continental countries, a two- or three-track system of secondary education is provided. The upper-track

[1] Johnson, Mary. *Roman Life.* Chicago: Scott, Foresman and Co., 1957. p. 149. (Also, see Appendix.)

[2] Kandel, I. L. *The New Era in Education: A Comparative Study.* Boston: Houghton Mifflin Co., 1955. p. 8.

schools are noted for their high scholarship. They carry their students beyond our American high school, and European universities are operated more like American graduate schools than like our undergraduate colleges. Sixth-grade pupils will enjoy learning the details of school systems in other countries and comparing them with their own.

Russian education is the subject of much discussion today. American pupils can discuss why education is so important both for the state and for the pupil. They can discuss, too, what *indoctrination* means and whether freedom of thought can exist when a pressure group, such as the Communist Party, controls education.

Besides the study of education as it arises in the social studies course, the sixth graders should collect clippings on education for a bulletin board and for the education file. Book reports can include the more difficult books listed at the end of the fifth-grade chapter. For his implementation of this sixth-grade study of education, the teacher should consult texts on the history of education (such as those listed at the end of Chapter II). Current periodicals and newspapers should be used, and teachers should build up an educational file in each class.

CHAPTER IV. The Study of Education in Grade 7

If the seventh grade in your school is the first year of junior high school, there will be need for orientation. Personal adjustment to school is emphasized by all teachers. For example, the English teacher often holds discussions and gives written assignments on such topics as What Makes a Good Teacher?, What Makes a Good Student?, What I Want To Get Out of School, and Good Rules for Study.

If the social studies course in grade 7 emphasizes geography and economics, the subject of education *per se* will not often arise. Even though the study of education is integrated into the overall curriculum, there is no reason for it to be artificially appended where it does not fit.

As in all grades, however, the seventh grade should clip and discuss news items on education and maintain an educational file. The reading list should include books with a background of education (see both the fifth-grade bibliography and the eighth-grade bibliography). Interest in education should be fostered in every way possible, but the particular emphasis of the seventh grade is to accept personal educational responsibility.

CHAPTER V. The Study of Education in Grade 8

Since the emphasis in grade 8 social studies is usually on American history, we have included here a unit on the history of education in America. This can be taught either as a unit or as a piecemeal study in conjunction with the regular work of the course at the most appropriate points. The following outline is roughly chronological and can be separated at its main headings; these parts may then be integrated into the period or topic being studied in the history class. The activities listed in Part III generally follow the unit outline.

The unit concentrates on the history of education in America through the present time but does not go into controversial school problems, which are given particular attention in senior high school. (See Chapter VII.) Nor does this unit go into the current statistics of local, state, and national education, which are investigated in grade 9. (See Chapter VI.)

AN EIGHTH-GRADE UNIT ON THE HISTORY OF EDUCATION IN AMERICA

I. *Objectives*

A. To help the student realize the importance of education; to appreciate public education; and to read, talk about, and be interested in education

B. To acquaint the student with the important developments in education in America and the long struggle for free public education

C. To show how education in America has changed with the political, social, religious, and economic development of the country

D. To acquaint the student with the work of outstanding educators in America

E. To increase the student's feeling of responsibility, both as a student (to take full advantage of his educational opportunities) and as a citizen later (to work for the success of public education)

F. To continue, as in all courses, the development of such skills as gathering and interpreting data, following directions, assuming leadership, thinking critically, and so forth

II. *Outline of Material*

A. Review of history of education to the settlement of America (See Chapter III.)

B. Review and intensify learnings about colonial education (See Chapter II.)

C. Schools at the founding of the nation
1. The Founding Fathers and the Constitution, a belief in education but control left to the states (See Appendix.)

D. Spread of education in the nineteenth century.
1. "Little red schoolhouse"—towns split into districts, each with its one-room school; local responsibility through a school board
2. Expansion of free schools—the influence of the rise of industry and the growth of cities, immigration and the need to Americanize, demands of trade unions, the spread of the philosophy of universal education, the advance of women, specialization of work, more leisure time.
3. Township schools with graded systems, broadened curriculum, special administrators, better-trained teachers; first normal school, 1832; National Education Association founded, 1857
4. Free public high schools; Boston High School, 1821; Kalamazoo Case, 1874; taxation for high schools
5. Famous educators—Noah Webster, Elizabeth Peabody, William McGuffey, Horace Mann, Henry Barnard, Emma Willard, Mary Lyon, Booker T. Washington, Charles

W. Eliot, John Dewey, and others (add others of your own state)

6. Growth in the state's part in education—compulsory attendance law in Massachusetts, 1852; state superintendents and state boards of education; state aid in financing schools; state policy or influence concerning textbooks, prescribed courses of study, educational standards, and teacher licensing
7. Federal government's attitude of encouragement, not control: Morrill Acts of 1862 and 1890

E. Twentieth-century education

1. Continued growth of schools and their widening scope

   Examples: 1,115,000 enrolled in high school in 1910 and 13,700,000 in 1967; 329,000 enrolled in colleges in 1916 and 6,500,000 in 1967
2. Change in purposes of high school—from solely college preparatory to include general and vocational education. 1918, cardinal principles of education—health, basic skills, home membership, vocations, citizenship, worthy use of leisure, and character. Interrelationships of changes in society and education
3. Continuing changes—progressive education, curriculum expansion, use of visual aids, educational TV, needs of the slum schools, integration, educational institutions and media other than schools, union schools, and school busing
4. Federal aid to education in the 1960's (Under the first year of operation of Title I of the Elementary and Secondary Education Act of 1965, the U.S. Office of Education estimates that 8,300,000 children were helped at a per pupil cost of $119 in 17,481 school districts.[1])
5. The quest for equal educational opportunities for all: the 1954 Supreme Court desegregation decision and the civil rights acts of the 1960's; compliance and problems in the South and in the North; the poverty area schools of the inner cities
6. The burgeoning knowledge explosion: New methods and emphases, for example, the new math

F. Self-analysis concerning education—continued thinking about: What do I want from school? Do I know how to study? Am I a good school citizen?

III. *Activities*

A. Review the background on the history of education covered in grade 6 by making a chart to show the history of Western education to the settlement of the United States. Show approximate time in history; descriptions of schools, pupils, teachers, equipment; and purpose of school

B. Describe early schools in America. How did they reflect the people's background in the various areas? Show how social, economic, religious, and political changes in the Colonies led to changes in the schools

C. Some of the teachers in Maryland and Pennsylvania in the early 1700's were indentured servants. An advertisement from the *American Weekly Mercury* of Philadelphia in 1735 states: "To be Disposed of, A Likely Servant Mans Time for 4 Years who is very well Qualified for a Clerk or to teach a School, he Reads, Writes, understands Arithmetick and Accounts very well, Enquire of Printer hereof." How does this advertisement indicate the status of teachers and the background of some of the indentured servants?

D. For the period of the establishment of our federal government:

1. Look up Thomas Jefferson's ideas on schools. This statement from his *Notes on the State of Virginia* proposes "to lay off every county in small districts of five or six miles square, called hundred, and in each of them to establish a school for teaching reading, writing and arithmetic. The tutor to be supported by the hundred, and every person in it entitled to send their children three years gratis, and as much longer as they please, paying for it." Interpret this statement and give your opinion of it
2. Comment on George Washington's idea on a national university. (See Appendix.)

E. Read *The Educational Scene of 1858* (see Appendix) and make a three-column comparison chart of the colonial school of the 1650's, the district school of the 1850's, and your school today. Include pupil information (such as number, sex, percentage of the age group, age), purposes of school (religious, literacy, college preparatory, daily living, vocational, citizenship), building and classrooms, furniture, books and teaching aids, subjects taught, teacher training and methods, and other information you can find with which to make contrasts

F. Make a graph showing secondary school enrollment for the United States for each decade from 1870 through 1960 and anticipating 1970. Discuss the implications of this graph.

G. Read about a famous educator and report to the class on his contributions to education, or plan a play to dramatize one incident in his concern for education

[1] *School and Society*. December 23, 1967. p. 516.

H. Look up "firsts" in the educational history of your state—the first public school, the first high school, the first land grant institution, the first teachers college, the first state superintendent of education, and other milestones

I. For a look at modern schools:
   1. Assume two pupils are the principals of a slum school and of a suburban school. A third pupil interviews them on their problems for a TV show. For preparation, all three pupils can read James Conant's *Slums and Suburbs: A Comment on Schools in the Metropolitan Area, New York* (McGraw Hill Book Co., 1961) and consult the *Readers' Guide* for up-to-date periodical articles
   2. Four pupils—in a panel discussion in front of the rest of the class—can play the roles of Negro students who first pioneered school integration at Little Rock, Arkansas; at the University of Georgia; and at the University of Mississippi. In preparation, read Calvin Trillin's *An Education in Georgia* (New York, Viking Press, 1963) for a description of how the two students who first integrated there felt about it. Use the *Readers' Guide* to find contemporary information on Little Rock and on James Meredith
   3. Have several pupils take a class survey of outside-school educational activities by class members during a calendar week, listing all television seen (title and hours), all reading done (not required, that is—title and hours), and extracurricular activities concerned with school (name of activity and hours). Draw up an average for the class. See what items were most popular and discuss in what ways they contributed to education
   4. Do a personal research project on other topics under "Twentieth Century Education" (Part II E). Report this to the class either orally or in some dramatic or pictorial fashion

J. Plan a special class project for American Education Week. Perhaps the class might make a scrapbook collecting individual and committee reports into a comprehensive display of the history of American education—to be displayed on a PTA night

K. Prepare a personal checklist for individual use about study habits and good citizenship habits in school. Have your fellow pupils fill these out, giving thoughtful consideration to the question, Am I getting the most out of school? Work these individual checklists into a good-resolutions list for the class. Let this discussion precede the major curricular decisions about ninth grade and senior high school

FICTION WITH AN EDUCATIONAL BACKGROUND

Ashton-Warner, Sylvia. *Bell Call.* New York: Simon and Schuster, 1964. (New Zealand teacher)

Beim, Jerrold. *Trouble After School.* New York: Harcourt, Brace and World, 1957. (Easy)

Bird, Dorothy. *Granite Harbor.* New York: Macmillan Co., 1949. (Teenage adjustment)

Bjornhof, Karl. *The Stars Grow Pale.* New York: Alfred A. Knopf, 1958. (Going blind)

Blanton, Catherine. *Hold Fast to Your Dreams.* New York: Julian Messner, 1955. (Negro perseverence)

Brady, Rita G. *Jane Cameron: Schoolmarm.* New York: Abelard-Schuman, 1954.

Bronson, Lynn. *Popular Girl.* New York: Doubleday & Co., 1957.

Butler, Beverly. *Light a Single Candle.* New York: Dodd, Mead & Co., 1962. (Blind girl)

Butters, Dorothy G. *Masquerade.* Philadelphia: Macrae Smith, 1961. (Integration)

Carroll, Gladys Hasty. *Christmas Without Johnny.* New York: Macmillan Co., 1950.

Carson, John F. *The Coach Nobody Liked.* New York: Farrar, Straus and Co., 1960.

Clarke, Mary. *Petticoat Rebel: Slave Girl in School.* New York: Viking Press, 1964.

Colman, Hila. *Classmates By Request.* New York: William Morrow and Co., 1964. (Integration)

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Denker, Nan. *Bound Girl.* New York: Farrar, Straus and Co., 1957. (1600's)

Dickens, Charles. *Nicholas Nickleby.* (Many editions: Wm. Collins Sons & Co., Dodd & Mead, E. P. Dutton & Co., Thomas Nelson & Sons)

Dickson, Marguerite. *Bennett High.* New York: Longmans, Green & Co., 1950.

Eggleston, Edward. *The Hoosier School Master.* New York: Hill & Wang, 1959. (Paper)

Erdman, Loula G. *Separate Star.* New York: Longmans, Green & Co., 1944. (New teacher)

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large type, Franklin Watts Inc., 1966)

Hughes, Thomas. *Tom Brown's School Days.* (Many editions: Wm. Collins Sons & Co.; E. P. Dutton & Co.; Ginn & Co.; Thomas Nelson & Sons; St. Martin's Press)

Jackson, Jesse. *Anchor Man.* New York: Harper & Row, 1947. (Integration)

Kiser, Martha G. *Gay Melody.* New York: Longmans, Green & Co., 1949. (Schoolteacher)

Mark, Polly. *The Way of the Wind.* New York: David McKay Co., 1965. (African girl's desire to be a teacher)

Mason, Miriam. *Yours With Love, Kate.* Boston: Houghton Mifflin Co., 1952. (Teacher)

McLelland, Isabel C. *Hi! Teacher.* New York: Holt, Rinehart & Winston, 1952.

Patton, Frances G. *Good Morning, Miss Dove.* New York: Dodd, Mead & Co., 1954.

Read, Miss. *Storm in the Village.* Boston: Houghton Mifflin Co., 1959. (School teacher in rural England)

———. *Miss Clare Remembers.* Boston: Houghton Mifflin Co., 1963.

———. *Village Diary.* Boston: Houghton Mifflin Co., 1957.

———. *Village School.* Boston: Houghton Mifflin Co., 1956.

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Rosenheim, Lucile G. *Kathie the New Teacher.* New York: Julian Messner, 1949.

Rutgers van der Loeff-Basenau, Anna. *Avalanche!.* New York: William Morrow and Co., 1958. (Swiss)

Skidmore, Hubert. *River Rising!.* New York: Doubleday & Co., 1939.

Summers, James L. *Girl Trouble.* Philadelphia: Westminster Press, 1953.

———. *Senior Dropout.* Philadelphia: Westminster Press, 1965.

Tennant, K. *All the Proud Tribesmen.* New York: St. Martins Press, 1960. (Teacher in a primitive community)

Urmston, Mary. *Forty Faces.* New York: Doubleday & Co., n.d. (Out of print).

———. *Twenty-Five and Ann.* New York: Doubleday & Co., n.d. (Out of print).

Walden, Amelia Elizabeth. *Today Is Mine.* Philadelphia: Westminster Press, 1958. (High school adjustment)

Wilder, Laura Ingalls. *Those Happy Golden Years.* New York: Harper & Row, 1953.

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Ashton-Warner, Sylvia. *Myself.* New York: Simon and Schuster, 1967. (Teacher in New Zealand)

Buchan, Laura, and Jerry Allen. *Hearth in the Snow.* New York: Funk & Wagnalls Co., 1952. (Teachers in the Far North)

Byers, Tracy. *Martha Berry: The Sunday Lady of Possum Trot.* New York: G. P. Putnam's Sons, 1932.

Covello, Leonard, and Guido D'Agostina. *The Heart Is the Teacher.* New York: McGraw-Hill Book Co., 1958. (Teacher in New York City)

Graham, Shirley. *Booker T. Washington, Educator of Hand, Head and Heart.* New York: Julian Messner, 1955.

Kane, Harnett. *Miracle in the Mountains.* New York: Doubleday & Co., 1956.

Landon, Margaret. *Anna and the King of Siam.* New York: John Day Co., 1944. (Also paper)

Wilkie, Katharine, and Moseley, E. R. *Teacher of the Blind: Samuel Grilley Howe.* New York: Julian Messner, 1965.

Mehta, Ved. *Face to Face.* Boston: Little, Brown and Co., 1957. (Blind boy manages education in India and United States)

Meigs, Cornelia. *Invincible Louisa.* Boston: Little, Brown and Co., 1933. (Much about Bronson Alcott's educational theories as well as about Louisa Mae Alcott)

Peare, Catherine Owens. *Mary McLeod Bethune.* New York: Vanguard Press, 1951.

Stuart, Jesse. *The Thread that Runs So True.* New York: Charles Scribner's Sons, 1958. (Also paper, mountaineer teaching)

Tharp, Louise H. *The Peabody Sisters of Salem.* Boston: Little, Brown and Co., 1950.

Vining, Elizabeth G. *Windows for the Crown Prince.* Philadelphia: J. B. Lippincott Co., 1952.

Washington, Booker T. *Up From Slavery.* (Several editions: Dodd Mead & Co., Doubleday & Co., Dell Publishing Co., Western Islands)

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High, Paul B. *A Guide for Learning: How To Study*. Chicago: American Federation of Teachers, 1962.

Nason, Leslie J. *How to Study the Right Way*. New York: Pocket Books, 1961.

Science Research Associates. Life Adjustment Booklets: *How To Be a Better Student, How To Study, Make Your Study Hours*. Chicago. n.d.

Wrenn, C. Gilbert, and Larsen, Robert. *Studying Effectively*. Stanford, Calif.: Stanford University Press, 1962.

CHAPTER VI. The Study of Education in Grade 9

Ninth-grade social studies customarily concerns citizenship and government, and a section on education is usually given in the regular text. A typical text has perhaps twenty pages on education, concluding with some study questions and reading references. The text is necessarily general since it is written for use in any locality, yet educational practice varies greatly from state to state. The teacher who wants to reinforce his pupils' knowledge of their own state and locality has the problem of adding definiteness to the generalities of the text.

This chapter suggests finding specific educational facts through research to give the pupil an understanding of the educational situation in his town and state as a supplement to the text. Little emphasis is put on the history of education (covered in the eighth grade; see Chapter V) nor on educational problems (which will be the subject of a unit on education in the senior high school; see Chapter VII). Emphasis should be placed on *your* own school system.

This unit may take from four to eight days. Some discussion the first day and a reading assignment of general textbook information will stimulate interest and help the pupil in choosing individual projects drawn from his own state and community. Several periods of research work in the classroom or library may then be needed. An objective of the study, besides learning about education, is to do research from pamphlet and periodical sources. Scheduling with other teachers is important, since the pamphlet and other material should be available either in the classroom itself or in the library when the class is ready to go to it.

SUGGESTED PROBLEMS

1. Chart the pupil population in your town for as far back as possible. Has the pupil population grown in recent years? Can you forecast the future growth?
2. Make a time line showing the expansion of school classrooms or other units in your town from 1900 (or another convenient date) to the present. Discuss the current capacity of your town's schools.
3. What percentage of all children graduate from the ninth grade and from the twelfth grade in your town? At what grade or grades does the greatest dropout occur? What are the figures for your state? What are the national figures?
4. What courses are offered in your high school? In your ninth grade? What percentage of the pupils are enrolled in selected courses (you might choose a music course, a science course, or a language course)? Does this represent a change from 25 years ago?
5. Of all the school-age pupils in the United States, what percent graduate from high school today? How much change is this from 25 years ago? From 50 years ago? How many high school graduates in the United States go on to higher education? How many in your town do? How do these figures compare with those of 25 years ago?
6. What is the size of the typical American junior high school and senior high school? What opinions can you find about "optimum" size? What would be evidence? Write out all the arguments for having various size schools and come to a conclusion. How do schools in your area of the state compare with your chosen optimum size?
7. Find out how much it costs per year to give the young people in your town an education.

Compare this figure with the state average and with the national average. Compare this figure with the costs of 25 years ago.

8. Does your state have separate school tax districts? How does your school get its money? What percentage of the cost of education in your state is paid by the state? By the local government? By the federal government? Find the latest figures. If you can find figures of 10 or 25 years ago, compare them with those of today.

9. Compare the amount your state spends on education each year with its other expenses (for example, for highways). How much is spent on education per year in the United States? What percentage is this of the national income (or gross national product)? What is the total amount spent for tobacco? For automobiles?

10. What are the major school laws of your state? Quote or outline the important sections. Be sure you are up-to-date. What changes are being discussed in the current state legislative session?

11. Report on the state universities in your state, on the teachers colleges of your state, on the two-year schools (vocational schools, community colleges) of your state, or on private colleges in your state.

12. If your school has a Future Teachers of America club, have an officer talk to your class on why young people want to be teachers. Interview teachers in your school to find out what they like best about teaching. Find out what the general qualifications and specific certification requirements are for teaching in your state.

13. What citizen groups in your area have education as a prime purpose? After interviewing an officer and examining any printed material—such as recommendations—they have sponsored, discuss their aims and achievements. What are the functions of the local parent-teachers organization? Interview both an officer of the organization and your school principal to see how this organization helps the school.

14. Teaching is now the largest occupation in the United States. How many teachers are there? Examine materials from the National Education Association or any other teachers organizations you may be able to communicate with for a composite teacher picture, such as salary, number of pupils taught, age, educational background. How are the teachers organized in your system? Talk with the Association or Union or other representative in your building to find out how the teachers in your school compare with the national composite picture.

15. Report to the class on recent board of education meetings in your town—either as summarized in the local papers or from an interview with a board member. What are the current problems facing the board? Who are the members of your board? How are they selected? What is the function of the board of education?

16. What building plans are proposed in your town for the schools? What is the anticipated enrollment five years from now? Ten years from now? How far ahead does the school board plan? How are these buildings to be paid for? What is the yearly budget of your school system?

17. Describe the administrative staff of your school system and of your particular school. Name the chief officials of both and describe their functions. Interview one or ask him to visit your class. Be sure to work out good interview questions in advance.

18. How much aid has your school system received from the federal government? How much from the state? Start your research here by asking your principal. Your central administrative staff probably has one official who is primarily responsible for such aid.

19. Find out what opportunities for education there are in your community outside of regular school. These should include private schools and tutoring services; auto-driving schools; nursing, business, and vocational schools; adult education in the public schools; community centers, YMCA, or YWCA; summer school. Give as much detail as possible.

Other problems of local concern may be included for individual study and reporting. Perhaps a new school bond issue is being debated; perhaps a new school building is in progress and a pupil could analyze plans and specifications; perhaps a regional or community college is being planned for your area; perhaps major shifts in curriculum policy have been made—these could be investigated through interviews, news clippings, and discussion.

To draw the material together, there should be a general discussion after the reports have been given. Perhaps a chart or outline showing facts about education for your community and state might be made with the help of all pupils.

I. Organizational facts about your schools

- A. facilities
- B. staff and administration
- C. courses of study and scheduling
- D. pupils

II. Financial facts about your schools

III. Facts about citizens and your schools

IV. Facts about the state and your schools

V. Facts about the federal government and your schools

VI. Facts about private education in your area

The discussion might then proceed to the implications of these facts, but this unit's research should focus on factual matters rather than problems, which will be taken up in the senior high school. On the last day of the unit the pupils can go back to the text and review the general educational picture given there, but with a new vantage point of actual knowledge of the state and local situation.

Because the bibliography is important to the success of this unit, a collection of books, pamphlets, magazine articles, and newspaper clippings is essential. Any source of up-to-date information should be welcomed; and a standing committee of teachers, librarians, and pupils can be responsible for continuous collection and replacement.

PAMPHLET MATERIAL FOR CURRENT EDUCATIONAL STATISTICS AND OPINION

American Association of School Administrators, 1201 Sixteenth St., N.W., Washington, D. C. 20036. (Especially yearbooks)

American Council on Education, 1785 Massachusetts Ave., N.W., Washington, D. C. 20036.

National Association of Secondary School Principals, 1201 Sixteenth St., N.W., Washington, D. C. 20036.

National Citizens Council for Better Schools, 9 East 40th St., New York, N. Y. 10016.

National Committee for Support of Public Schools, 1424 Sixteenth St., N.W., Washington, D. C. 20036.

National Congress of Parents and Teachers, 700 North Rush St., Chicago, Ill. 60611.

National Council for the Social Studies, 1201 Sixteenth St., N.W., Washington, D. C. 20036.

National Education Association, 1201 Sixteenth St., N.W., Washington, D. C. 20036.

National School Public Relations Association, 1201 Sixteenth St., N.W., Washington, D. C. 20036.

Public Affairs Pamphlets, 381 Park Ave., South, New York, N. Y. 10010. Some recent pamphlets in this series are:
#404 "Paying for a College Education"
#402 "What to Expect from School Counselors"
#398 "Poverty in the U. S. A."
#394 "So You're Going to College"
#375 "What You Should Know About Education Testing"
#346 "School Failures and Dropouts"

United Nations Economic and Social Council, New York, N. Y.

United States Government Printing Office. Write to: Superintendent of Documents, Washington, D. C. 20402. Ask for Price List 31 on Education and 36 on Government Periodicals and Subscription Service.

Some recent pamphlets are:
"Civil Rights and Education" (Includes National Defense Education Act and amendments and activities)
"Progress of Public Education in the United States" (Yearly)
"White House Conference on Education: 1965"
"Information on Education Around the World" (Data)
"Studies in Comparative Education" (Individual countries)
"Equality of Educational Opportunity" (The Coleman Report, 1966)
"Technology in American Education, 1650-1900", 1962
"Revised Statement of Policies for School Desegregation Plans Under Title VI of the Civil Rights Act of 1964", 1966
"1967 Report on Federal Money for Education"

For pamphlets about your state education, write to your state department of education and state development commission. Get the catalogs of your state institutions of higher education and your state teachers associations. Explore your town library for books about your state and your town.

For local schools, consult the annual town report, the annual town budget, the annual report of the superintendent of schools, the staff news, the local newspapers, and the reports of citizens groups interested in the schools.

PERIODICALS FOR STUDENT USE ABOUT EDUCATION

Many general periodicals have articles on education and are indexed in *Readers' Guide;* teachers and parents who take these magazines will doubtless be willing to donate copies to be clipped for the school educational file. Among the magazines that give wide coverage to educational matters are the *Saturday Review, New York Times Sunday Magazine,* and the news weeklies: *Newsweek, Time,* and *U.S. News and*

World Report. Frequent articles on education are found in *Ladies' Home Journal, Life, Look, McCall's,* and in more serious magazines like *Atlantic Monthly* and *Harper's.*

Most educational periodicals are indexed in the *Education Index* and in the *Readers' Guide.* Many of these are taken by the teachers professional library and could be borrowed for use by the class during a period of intensive research. It is good to let pupils handle these educational magazines and get a feel for them. The following ones have a national circulation:

American Education
Clearing House
Education Digest
Elementary School Journal
Grade Teacher
High School Journal
Intercom
Journal of Negro Education
Media and Methods
Nation's Schools
NEA Journal
Parents Magazine
Phi Delta Kappan
PTA Magazine
School and Society
Senior Scholastic
Your state teachers magazine.

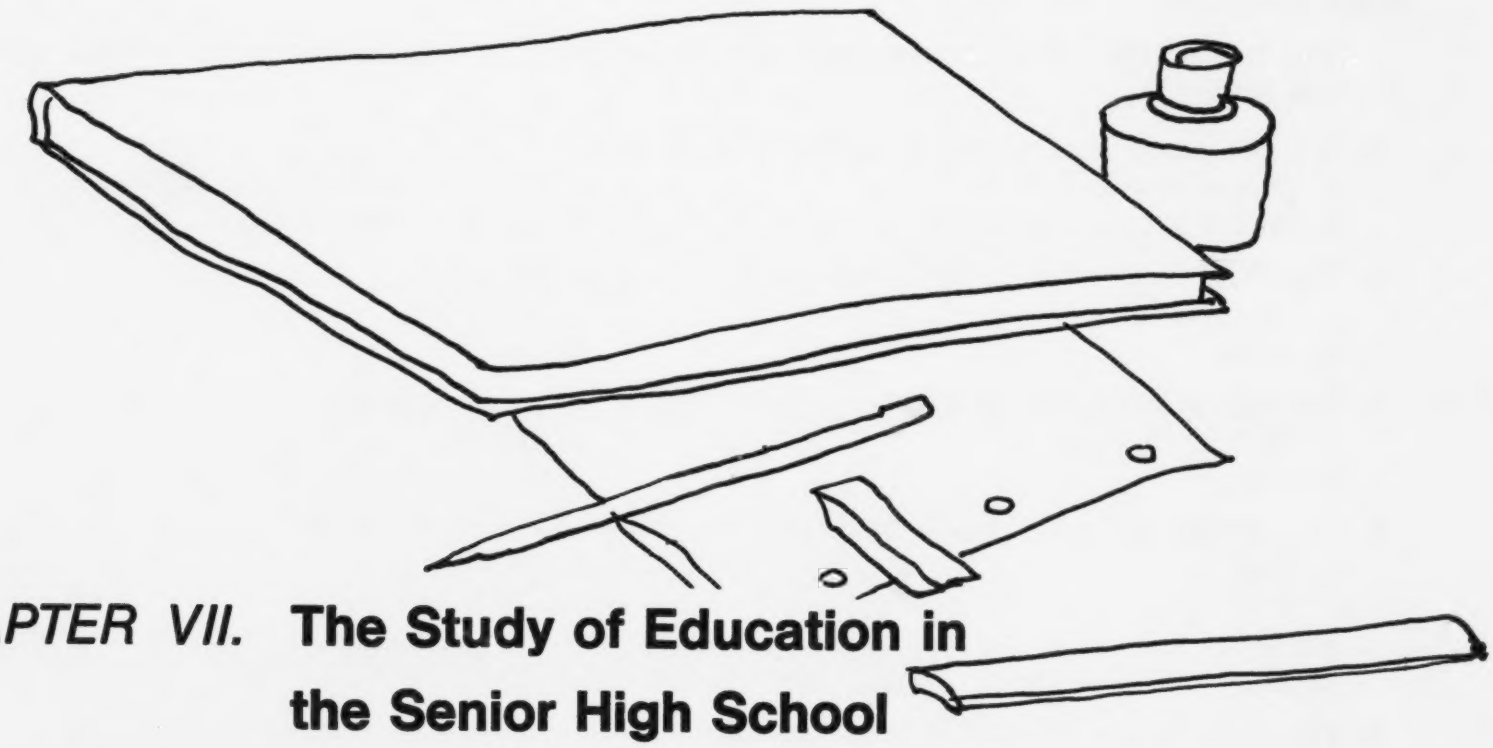
REFERENCES

Don't overlook the standard references—encyclopedias, almanacs, and guides.

Foshay, Arthur, editor. *Handbook of Education.* Chicago: Rand McNally & Co., 1960.

Encyclopedia of Educational Research. (Edited by Chester W. Harris with Marie R. Liba.) New York: Macmillan Co., 1960.

National Education Association, Research Division. *Estimates of School Statistics.* (Annual) Washington, D.C.: the Division.



CHAPTER VII. The Study of Education in the Senior High School

Requirements in the social studies in senior high school vary; grade placement is not always the same. In general, a course in American history is given in the eleventh grade. A course in world history in the tenth and one in problems of democracy in the twelfth are sometimes elective and sometimes required. This unit is to be used once in the senior high school social studies course, its location to be determined by the department. Since the emphasis in grade 8 (see Chapter V) was on the history of education in America, the emphasis in senior high school is on the problems of education in America, whether they are studied in the American history course or in the problems-of-democracy course.

In addition to the unit outlined here, the American history course should stress schooling where appropriate. For example, in studying the period of Jacksonian democracy, the pupil should note the attendant growth of schools; in studying the growth of the labor movement, he should note labor's encouragement of education; and in studying immigration, he should note the role of the schools in the Americanizing process. In elective courses, the study of schooling should likewise be made where applicable. For example, in the world history courses, education should be studied as one of the important developments in every society. Pupils should learn of the milestones of education and of the main literature of education.

A SENIOR HIGH SCHOOL UNIT ON EDUCATION AS A PROBLEM OF DEMOCRACY

In this unit, pupils and teacher will consider the current educational problems of America. In the lower grades the chronological or topical approach to the study of education has been suggested. This unit employs the problem approach.

Objectives:

1. To appreciate the importance of public education to a democracy
2. To understand that schools have changed as society changes and to have a realistic approach to change in education as needs and backgrounds change
3. To accept responsibility for helping schools function now, for taking advantage of educational opportunities, and for participating as citizens after leaving school in working for better schools for all
4. Concurrently, as in all courses, to develop skills in formulating problems, in interpreting information, in preparing reports, in using community resources, in studying independently, and so forth.

Introducing the Unit

A 10-minute pretest is suggested here—not to be marked, but to start the pupils thinking about education.

For each of the following questions, give the letter of the phrase that most correctly completes the sentence:

1. A basic purpose of Greek education was to learn ----------.
   a. the art of war
   b. the art of logical thinking
   c. the art of personal development
   d. the art of citizenship
2. The chief factor in setting up schools in New England was ----------.
   a. religious
   b. social
   c. political
   d. economic
3. The approximate cost of keeping a child one year in public school in our town is ----------.
   a. $200 or under
   b. $400
   c. $600
   d. $800 or more
4. The desegregation decision of the U.S. Supreme Court was given in ----------.
   a. 1867
   b. 1901
   c. 1932
   d. 1954

Mark the following statements *true* or *false*. When the statement is *false*, try to give more accurate information to correct it:

5. The Constitution does not mention education.
6. Secondary education in 1800 was free for all those who wished it.
7. The U.S. Office of Education operates under the Secretary of Labor.

Fill in the names of the people in our school system who hold these positions:

8. Chairman of the board of education ----------.
9. Superintendent of schools ----------.
10. What do you think is the greatest problem in our school this year?

Discussion of the test, whether while self-grading or exchanging papers, will lead into a brief discussion of the purposes of education in societies, the pupils to be educated, the content of education, the organization of education, and the responsible control of education and end with current problems in the school. Perhaps the pupils will suggest what specific problems of education face all American schools. A pupil could jot them on the blackboard. The following is a list of problems one class thought up —scrambled as to organization but typical of solid brainstorming. Each suggestion was briefly described as a weakness.

student government (lacks power)
marking system (uneven)
teachers' strikes
dropouts
detention
slum schools
segregation
homework
crowdedness
school supplies
substitute teachers
education for space age
growth of knowledge
caliber of teachers
schools in Russia
education for jobs
education for leisure
educational TV
beatniks
in-groups and out-groups
6-3-3, 8-4, 6-6 organization
machines in learning
automation and education
competition for college
TV as educational
newspapers as propaganda
science and schools
curriculum problems
community colleges
nursing shortage
paying for schools
federal aid to education
no prayers in school

Now the pupils can group these problems into like areas or restate them as questions. The class might arrive at such a list of questions as the following:

1. What are the functions of schools today? (purpose)
2. How can schools achieve these functions? (organization, methods)
3. How can an equal education be given to all? (individual differences in abilities, interests, needs, opportunity—including special problems of the disadvantaged, Negro and other minority groups, slum children, rural poverty areas)
4. Who should control our schools? (governments—state, federal, local; parents; taxpayers; school board; administration; faculty; students)
5. What are the requirements for a successful school? (building, equipment, faculty, administration, students)
6. How can citizens help the schools? (support)

All pupils should be concerned with the first and last questions, but they might divide the work of the remaining questions among committees.

The discussion on the purposes of education might well include the relationship of the purposes of education to the society of which it is a part through the ages and the opinions of influential leaders today, giving excerpts from current newspaper and periodical reports. Should education be practical or intellectual? The class might arrive cooperatively at a statement of the purposes of education today at the conclusion of their discussion, or they might remain of divided opinion. In either case, they would have thought about the topic.

The work on the other topics should be planned, carried out, and presented by the pupils. These committees will take several days to work on research material, search out information, study materials, interview citizens and school personnel, and prepare reports or panels to present their findings to the rest of the class. The pupils will develop their own conclusions. If any strong opinions come out of the development of this unit, the conclusion of the unit will naturally lead to the last question on the list, How can citizens help the school?

The development of this unit will be a significant learning experience for the pupils and the teacher as well and will lead to a greater understanding of educational problems and to an increased sense of responsibility for the support of the schools. It could possibly interest pupils in becoming teachers themselves. Another by-product could be a better-informed teacher, who could also make valuable school contributions outside the classroom!

As in grade 9, the availability of good working materials for research is important; and a bibliography is suggested here. These are adult books; many should already be in the teachers professional library, in the public town library, and in the high school library. Pupils may also consult the items on the ninth-grade list (see Chapter VI) and on the teachers' bibliography on the history of education (Chapter II).

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APPENDIX

Old Anthenian Education

"Plato puts the following brief but comprehensive account of Athenian education in the mouth of the great sophist after whom the dialogue *Protagoras* is named."

Yes, Socrates, from infancy upwards they instruct and admonish them as long as they live. The moment that a child understands what is said to him, the one point contended for by nurse, and mother, and governor, and the father himself, is the progress of their charge in virtue; from everything that is said and done they take occasion to tell and explain to him, that such a thing is just, and such another unjust, that this conduct is honorable, and that disgraceful, that one deed is holy, and another impious; this you must do, they say, and that you must not do. If the child yield a willing obedience, all is well; if not, they treat him like a young tree that is twisted and bent, and try to straighten him with threats and blows.

After this, they send him to school, with a strict charge to the master to pay far greater heed to the good behaviour of the children than to their progress in reading and music. And the master does make this his principal care, and as soon as his boys have learned their letters, and are in a condition to understand what is written, as before what was spoken, he sets before them on their benches the works of good poets to read, and compels them to learn them by heart, choosing such poems as contain moral admonitions, and many a narrative interwoven with praise and panegyric on the worthies of old, in order that the boy may admire, and emulate, and strive to become such himself. And exactly on a similar principle the study of the music-master is to produce sobriety of character, and deter the young from the commission of evil; and further, when he has taught them to play, he again instructs them in the works of other good poets, selecting lyric poems for their use, which he sets to his music, and compels the minds of his pupils to be familiarised with measure and harmony, to the end that their natures may be softened, and that, by becoming more sensible to time and tune, they may be better qualified to speak and to act. For the life of man in all its stages requires modulation and harmonising. Nay more, they send them to gymnastic schools, in order that by an increase of bodily strength they may be better able to serve their virtuous minds, and not be compelled by physical infirmity to shrink from their post in war and other emergencies. Such is the course of education adopted by those fathers who are best able to follow it, that is to say, by the wealthiest citizens; and their sons are the first to go to school, and the last to leave it.

And as soon as they are released from school, the state on its part constrains them to learn its laws, and live by them as by a model, that they may not follow the random bent of their own inclinations. And exactly as writing-masters under-rule lines with their pen for such pupils as are still awkward at writing, before they give them their writing lesson, and oblige them to follow in their writing the direction of the lines; so too does the state make out a line of laws, the discoveries of good and ancient lawgivers, which it forces its members to be guided by, as well in exercising as in obeying authority, while it visits with punishment all who transgress the line; and the name given to this punishment, both here and in other places, is correction, under the notion that justice directs.

Plato's *Protagoras* in Hutton Webster. *Historical Selections.* Boston: D.C. Health & Co., 1929. p. 218.

The Founding of Harvard College

"A contemporary letter, part of which is now carved upon the college gates, records the founding (1636) of Harvard, the oldest educational institution in the United States. The letter was included in a pamphlet, *New England s First Fruits,* published in London in 1643."

After God had carried us safe to New England, and wee had builded our houses, provided necessaries for our liveli-hood, rear'd convenient places for God's worship, and settled the civill government: One of the next things we longed for and looked after was to advance learning and perpetuate it to posterity; dreading to leave an illiterate ministery to the churches, when our present ministers shall lie in the dust. And as wee were thinking and consulting how to effect this great work; it pleased God to stir up the heart of one Mr. Harvard (a godly gentleman, and a lover of learning, there living amongst us) to give the one half of his estate (it being in all about £1700) towards the erecting of a Colledge, and all his Library: After him another gave £300, others after them cast in more, and the publique hand of the State added the rest: The Colledge was, by common consent, appointed to be Cambridge, (a place very pleasant and accommodate) and is called (according to the name of the first founder) Harvard College.

The edifice is very faire and comely within and without, having in it a spacious hall; where they daily meet at Commons, Lectures, and Exercises; and a large library with some books to it, the gifts of diverse of our friends, their chambers and studies also fitted for, and possessed by the students, and all other roomes of office necessary and convenient, with all needful offices thereto belonging. And by the side of the Colledge a faire Grammar Schoole, for the training up of young schollars, and fitting of them for Academical learning, that still as they are judged ripe, they may be received into the Colledge of this scholle: Master Corlet is the Mr. who hath very well approved himself for his abilities, dexterity and painfulnesse in teaching and education of the youths under him.

Over the Colledge is Master Dunster[1] placed, as President, a learned, conscienable and industrious man, who hath so trained up his pupils in the tongues and arts, and so seasoned them with the principles of divinity and Christianity, that we have to our great comfort (and in truth) beyond our hopes, beheld their progress in learning and godliness also . . .

Over the Colledge are twelve Overseers chosen by the General Court, six of them are of the magistrates, the other six of the ministers, who are to promote the best good of it and (having power of influence into all persons in it) are to see that every one be diligent and proficient in his proper place.

Webster, *op. cit.*, p. 833.

[1] Henry Dunster, the first president, served between 1640-1654.

SOURCE MATERIAL ON AMERICAN EDUCATION

Massachusetts School Law of 1642

This Cort, taking into consideration the great neglect of many parents & masters in training up their children in learning & labor, & other implyments which may be proffitable to the common wealth, do hereupon order and decree, that in euery towne ye chosen men appointed for managing the prudentiall affaires of the same shall henceforth stand charged with the care of the redresse of this evill, so as they shalbee sufficiently punished by fines for the neglect thereof, upon presentment of the grand jury, or other information or complaint in any Court within this jurisdiction; and for this end they, or the greater number of them, shall have power to take account from time to time of all parents and masters, and of their children, concerning their calling and implyment of their children, especially of their ability to read & understand the principles of religion & the capitall lawes of this country, and to impose fines upon such as shall refuse to render such accounts to them when they shall be required; and they shall have power, with consent of any Court or the magistrate, to put forth apprentices the children of such as they shall (find) not to be able & fitt to employ and bring them up . . .

Copied from Henry Steele Commager, editor.
Documents in American History.
Seventh edition. New York: Appleton-Century-Crofts, 1963. pp. 28-29.

It has always been a source of serious regret with me, to see the youth of these United States sent to foreign countries for the purpose of education, often before their minds were formed, or they had imbibed any adequate ideas of the happiness of their own; contracting too frequently, not only habits of dissapation and extravagance, but principles unfriendly to republican government, and to the true and genuine liberties of mankind, which there-

after are rarely overcome; for these reasons it has been my ardent wish to see a plan devised on a liberal scale, which would have a tendency to spread systematic ideas through all parts of this rising empire, thereby to do away local attachments and State prejudices, as far as the nature of things would, or indeed ought to admit, from our national councils. Looking anxiously forward to the accomplishment of so desirable an object as this is (in my estimation), my mind has not been able to contemplate any plan more likely to effect the measure, than the establishment of a UNIVERSITY in a central part of the United States, to which the youths of fortune and talents from all parts thereof may be sent for the completion of their education, in all the branches of polite literature, in arts and sciences, in acquiring knowledge in the principles of politics and good government, and, as a matter of infinite importance in my judgment, by associating with each other, and forming friendships in juvenile years, be enabled to free themselves in a proper degree from those local prejudices and habitual jealousies which have just been mentioned, and which, when carried to excess, are never-failing sources of disquietude to the public mind, and pregnant of mischievous consequences to this country.

Quoted in Edwin E. Slosson. *The American Spirit in Education.* "The Chronicles of America" Series. Vol. 33. New Haven, Conn.: Yale University Press, 1921. pp. 94-96. Sole Distributors: United States Publishers Association, Inc.

THE EDUCATIONAL SCENE OF 1856

Sir: In accordance with the instructions of the Department, I have the honor of submitting the following Report:

The School-House. The situation of the house is such, that with a little trouble and expense it can be made to look quite beautiful. But, as it is, there is no fence around the house; there is no playground except the highway; and a few old oak trees in the rear (in a field, where, of course, the pupils are not permitted to enter) are all that is near to remind a person of shade trees. There is no house, shed, or any thing of the kind in which to put the wood, coal, etc., used for warming the house. There is no privy, and it is deplorable that that part is nearly always neglected in building school-houses. The house is twenty-four feet long and twenty-two wide, with a ceiling eight and a half feet high. It is of brick, and was built about four years ago. There is a small wood stove in the house. In cold weather it is impossible to get the house comfortable, but with a large coal stove this might easily be done. There is no arrangement at all for ventilation, not even a trap-door in the ceiling.

School Furniture. The number of desks is sufficient to accommodate forty-eight pupils. They are of different heights; the lower are placed nearest the platform occupied by the teacher, and those that are higher, back farther. They are arranged in tiers, fronting toward the south, with an aisle between each tier. There are five tiers, and two pupils can set at each desk in three of them, but the desks in the tiers along the walls are calculated for one pupil only. The desks intended for the *smaller pupils,* are high enough for the *tallest.* They are made of white pine boards, planed smooth, but they are not painted. They have no lids, but there is a board under them where the scholar can keep his books, etc. The teacher's desk is situated at the south end of the house, on a small platform which is about eight inches high. The blackboard is about ten feet in length, and three in width, and is nailed to the wall behind the teacher's desk. There is not a map, globe, chart, or anything of the kind belonging to the school furniture. At the distance of six feet from the floor there is a strip of board nailed to each wall, in which nails are driven and on these nails the hats, cloaks, shawls, etc., are hung. This is a poor arrangement, for the scholars must always get on the benches with their feet when they wish to hang up their clothes, and then do the same to get them again.

The School. This is not a grade school, but all lawful scholars are admitted. The whole number of scholars last winter was forty-five, while the average per day was only twenty-one. The scholars are well classified. The branches taught are, Reading, Writing, Orthography, Spelling, Arithmetic, written and mental, English Grammar, Geography, Music and Book-keeping. The books used, are *Porter's Rhetorical Reader, Sander's Readers Nos. 1 and 2, Sander's Spelling Book:* (one of the scholars had *Adam's Arithmetic,* and another had *Greenleaf's*), *Davie's Arithmetic, Colburn's Mental Arithmetic, Smith's English Grammar, Morse's Geography,* and *Crittenden's Book-keeping.* The *New Testament* is also used daily, but not as a text book. The punishments are not corporal. Government is maintained chiefly by appealing to

the nobler natures of the pupils, and to their sense of duty. Three intermissions are given each day. First one commencing at 10½ o'clock a.m., and lasting 20 minutes—that is, the boys have ten minutes, and the girls ten; second, there is an intermission at noon of one hour; and third, commencing at 2½ o'clock, p.m., twenty minutes more are given. The attention paid to study by the pupils is not as great as it should be; still some of them made a good degree of advancement, but the degree of advancement of the majority of the pupils is poor, considering what it might have been, had they been more careful to improve their privileges. Their attendance is regular during the latter part of December, the month of January, and part of February, but the rest of the time, it is very irregular.

The Teacher. The teacher of this school is nineteen years of age, and was educated principally at Mifflinburg Academy. He has been teaching school three winters. He does not know yet whether he will be a permanent teacher or not. *The School and Schoolmaster, Page's Theory and Practice of Teaching,* the *Pennsylvania School Journal,* and the *New York Teacher,* are the principal educational books and periodicals he has read.

Miscellaneous. At the close of the term, there was an examination and exhibition, and the number of visitors on that occasion was quite large. The visits of the Directors were not very frequent. During the five months that I taught, only one Director visited the school, and he was there only twice. The President of the Board and the Secretary were on the way to visit the school at one time, but it so happened that there was no school on that day. Most of the parents visited the school once, and some of them twice, but I had to invite some of them pretty often before they did so.

From *Pennsylvania School Journal,* V, 11-12 July 1856, as reprinted in *NEA, The First Hundred Years* by Edgar B. Wesley. New York: Harper & Brothers, 1957. p. 8-9.

Lincoln, in an address before the Wisconsin State Agricultural Society at Milwaukee in 1859

The old general rule was that educated people did not perform manual labor. They managed to eat their bread, leaving the toil of producing it to the uneducated . . . But free labor says "No!" Free labor argues that as the Author of man makes every individual with one head and one pair of hands, it was probably intended that heads and hands should cooperate as friends, and that that particular head should direct and control that pair of hands. As each man has one mouth to be fed and one pair of hands to furnish food, it was probably intended that that particular pair of hands should feed that particular mouth, that each head is the natural guardian, director, and protector of the hands and mouth inseparably connected with it: and that being so, every head should be cultivated and improved by whatever will add to its capacity for performing its charge. In one word, free labor insists on universal education.

Slosson, *op. cit.*, p. 222.

THE MORRILL ACT OF 1862

The endowment, support and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.

Slosson, *op. cit.*, p. 221.

Theodore Roosevelt

Where the State has bestowed education the man who accepts it must be content to accept it merely as a charity unless he returns it to the State in full, in the shape of good citizenship . . . Only a limited number of us can ever become scholars . . . but we can all be good citizens. We can all lead a life of action, a life of endeavor, a life that is to be judged primarily by the effort, somewhat by the result, along the lines of helping the growth of what is right and decent and generous and lofty in our several communities, in the State, in the Nation.

Slosson, *op. cit.*, p. 168.

Brown v. Board of Education of Topeka, 347 U.S. 483

This case ruled that state laws providing for

racial segregation in the public schools were not in accordance with the Fourteenth Amendment and that "separate educational facilities are inherently unequal."

Chief Justice Warren delivered the opinion, of which the following is a selection:

"In approaching this problem, we cannot turn the clock back to 1868 when the Amendment was adopted, or even to 1896 when Plessy v. Ferguson was written. We must consider public education in the light of its full development and its present place in American life throughout the Nation. Only in this way can it be determined if segregation in public schools deprives these plaintiffs of the equal protection of the laws.

"Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.

"We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does. . . .

"We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of laws guaranteed by the Fourteenth Amendment."

Commager, *op. cit.*, p. 801.

In a ruling shortly after this one, the Court established the principle that desegregation must proceed with "all deliberate speed."

U.S. OFFICE OF EDUCATION PRESS RELEASE, AUGUST 24, 1967

A record number of teachers—2.6 million—will greet a record number of students—57.2 million—when schools open this fall, the U.S. Office of Education said today.

The Nation's education bill for the coming year also will set a record—more than $52 billion.

Approximately 60 million persons—more than 30 percent of the U.S. population—will be occupied with education as pupils, teachers, or administrators.

Back-to-school estimates, compiled annually by the Office of Education, indicate record enrollments for the 23rd consecutive year.

"This report provides solid evidence of the strong growing commitment of the American people to education," HEW Under Secretary Wilbur J. Cohen said. "The Nation is investing a larger share of its resources on its schools, and young people are staying in school longer.

"This should help to increase our national productivity. It should enable more persons to fully utilize their capacities. It is a constructive and hopeful sign for the future of our country," he said.

Higher education is expected to show the largest percentage enrollment increase. About 6.5 million students are likely to enroll in colleges and universities this fall, up 8.3 percent from 6 million last year.

High school enrollments (grades 9 through 12) may increase 3 percent, from 13.3 million to 13.7 million.

A decline in births since 1961 is beginning to slow the pace of elementary school enrollments (kindergarten through grade 8); a slight gain of 1.4 percent is anticipated, from 36.5 million to 37 million.

Office of Education projections indicate that the full impact of the lower birth rate may not be felt until the early 1970's, when small yearly reductions may occur in the number of grade school children.

This fall's record number of students will require more than 2.1 million grade and high school teachers, 3.3 percent over last year's 2,040,000. At the college and university level, an increase of 8.3 percent is expected, from 457,000 in 1966 to 495,000.

To finance the educational enterprise from kindergarten through graduate school, expenditures for the 1967-68 school year are likely to reach $52.2 billion, almost 7 percent of the gross national product. This compares with $48.8 billion estimated the previous year.

Data are drawn from the 1967 editions of *Digest of Educational Statistics* and *Projections of Educational Statistics*, two forthcoming publications of the Office of Education. A more detailed back-to-school story will appear in the September issue of *American Education*, a magazine of the Office of Education.

Other highlights of these reports:

* About three-fourths of the Nation's young people finish high school today and approximately 40 percent of them may go on to college. In 1967 nearly 2.7 million students graduated from high school.

* About 673,000 bachelor's and first professional degrees, 135,000 master's, and 21,000 doctorates are expected to be awarded during 1967-68. Comparable figures a year earlier estimated at 570,000, 133,000, and 19,000, respectively. The increase of 18.1 percent in bachelor's degrees may be due largely to the high 1946 birth rate.

U.S. Department of Health, Education, and Welfare, Office of Education, Washington, D.C. 20202

NEA PUBLICATIONS ON TEACHING EDUCATION IN THE SCHOOLS

NEA JOURNAL

Butts, R. Freeman. "Search for Freedom—The Story of American Education." 49:33-48; March 1960.

Fuller, Kenneth, and Hughes, Eleanor R. "Students Study the Schools." 41:236-237; April 1952.

Morgan, Joy Elmer. "Interpreting the School in the School." (Editorial) 38:567; November 1949.

Naiman, Nathan J., and Fry, Wayne C. "Our American Schools." 44:154-55; March 1955.

NEA PUBLICATIONS

The following publications may be of interest and assistance; all are available from Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Central Purpose of American Education. 31 pp. 35¢. (Stock No. 191-05924).

Education in a Changing Society. 166 pp. Cloth, $2.75 (Stock No. 381-11690); paper, $1.75 (Stock No. 381-11688).

Estimates of School Statistics, 1966-67. 35 pp. $1. (Stock No. 435-13302).

Imperatives in Education. 180 pp. $6. (Stock No. 021-00618).

Invitation to Teaching. 28 pp. 25¢. (Stock No. 681-18214).

It's Older Than the Constitution. (Brief history of federal grants to education, 1785-1966.) Leaflet, single copy free. (Stock No. 291-08950).

National Assessment of Educational Progress—Some Questions and Comments. 32 pp. 50¢. (Stock No. 181-05532).

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Shape of Education for 1967-68. 64 pp. $2. (Stock No. 411-12706).

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